Olmos Elementary

10621660113829

Principal's Name: Scott Sanders

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/Community Member**	**Secondary Student**
1. Principal – Scott Sanders	**X**				
2. Chairperson - Alicia Aggeguin				**X**	
3. Vice Chairperson – Alma Dodier				**X**	
4. PAC Representative – Lizbeth Alvarez				**X**	
5. Juana Gutierrez				**X**	
6. Yolanda Llamas				**X**	
7. Briana Arrington		**X**			
8. Kathy Kandarian		**X**			
9. Terrie Spalding		**X**			
10. Samantha Gonzalez			**X**		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X **ELAC reviewed the SPSA as a school advisory committee.**
□ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name: Olmos Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Scott Sanders**		04-15-2026
SSC Chairperson	Alicia Arreguin		04-15-2026

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Final School Plan for Student Achievement Allocations

FY 2026/27

Olmos - 0530

ON-SITE ALLOCATION

3010	Title I	$70,794	*
7090	LCFF Supplemental & Concentration	$197,760	
7091	LCFF for English Learners	$77,280	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$345,834**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$2,052
	Program Budget	$68,742
	Total Title I Allocation	$70,794

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Olmos Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		15.9 %	2024-2025	**17 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		48 %	2024-2025	**49.1 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		55.4 %	2025-2026	**56.5 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		45.2 %	2025-2026	**46.3 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		24.2 %	2025-2026	**25.3 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		61.6 %	2025-2026	**62.7 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		25.8 %	2025-2026	**26.9 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		55.4 %	2025-2026	**56.5 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		41.6 %	2025-2026	**42.7 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		37.3 %	2025-2026	**38.4 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		56.6 %	2025-2026	**57.7 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		11.7 %	2025-2026	**12.8 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-35.4 pts	-62.4 pts	2024-2025	**-47.4 pts**
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-127.1 pts	2024-2025	**-112.1 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		27.7 %	2024-2025	**32.7 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-54.5 pts	-80.7 pts	2024-2025	**-65.7 pts**
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)	-113.1 pts	-138.1 pts	2024-2025	**-123.1 pts**

Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		19.3 %	2024-2025	**24.3 %** ↑
Goal 2	Chronic Absenteeism - (English Learner)		22.8 %	2024-2025	**22.2 %** ↓
Goal 2	Chronic Absenteeism - (Hispanic)		28.4 %	2024-2025	**27.8 %** ↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		27.4 %	2024-2025	**26.8 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	21.9 %	14.8 %	2025-2026	**14.2 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95.5 %	99 %	2025-2026	**100 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	85.5 %	96 %	2025-2026	**97.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		84 %	2025-2026	**86 %** ↑
Goal 2	Suspension Rate - (Hispanic)		4 %	2024-2025	**3.67 %** ↓
Goal 2	Suspension Rate (ALL) Semester 1	1.27 %	0.9 %	2025-2026	**0.57 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

PoP #1 Academic Outcomes & Instructional Coherence

Statement: Despite SEL gains and decreased Level 3 behaviors, **ELA and math proficiency remain low and inconsistent across classrooms**, indicating a lack of **aligned, high-quality Tier 1 instruction** and uneven implementation of adopted curricula and assessment practices.

- **Evidence you named:** Low scores in ELA and math "across the board," with **isolated "spots of excellence"** not replicated schoolwide.
- **Likely root causes (hypotheses):**
  - Inconsistent enactment of core curriculum and instructional routines (e.g., task rigor, checks for understanding, feedback).
  - Weak data cycles (misalignment between formative data and re-teaching/enrichment).
  - Insufficient protected time for collaborative planning aligned to standards and curriculum.
- **Resulting student experience:** Students get **unequal access to grade-level content and academic discourse**, depending on the classroom.

PoP #2 — English Learner Progress & Redesignation

Statement: ELD students are redesignating, but not at a growing rate, suggesting **gaps in designated/integrated ELD implementation**, progress monitoring, and access to grade-level language-rich instruction.

- **Evidence you named:** Redesignation is occurring but **not increasing**.
- **Likely root causes (hypotheses):**
  - Irregular designated ELD minutes or lack of a coherent scope/sequence.
  - Limited integration of language objectives with content objectives.
  - Progress monitoring not driving timely interventions (e.g., targeted language features, small groups).

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- **Inconsistent implementation of high-quality Tier 1 instruction**
  Core ELA and math curricula are not implemented with fidelity across classrooms, resulting in uneven rigor, pacing, and access to grade-level standards.
- **Lack of instructional alignment and coherence schoolwide**
  While there are isolated "spots of excellence," effective practices are not systematized or replicated, leading to fragmented instructional experiences for students.
- **Insufficient use of data to drive timely re-teaching and enrichment**
  Formative and interim assessment data are not consistently analyzed or used to inform instructional adjustments, targeted supports, or acceleration.
- **Inconsistent designated and integrated ELD implementation**
  ELD instructional minutes, language objectives, and progress monitoring vary by classroom, limiting EL students' access to sustained language development and slowing redesignation rates.
- **Limited focus on academic rigor following improved SEL and behavior outcomes**
  Although SEL supports and behavior systems have reduced misbehavior and Level 3 incidents, instructional focus has not yet shifted strongly enough toward increasing cognitive demand and academic achievement.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Inconsistent implementation of high-quality Tier 1 instruction

- A clearly defined, schoolwide vision for Tier 1 instruction in ELA and math, including non-negotiables and instructional expectations.
- Ongoing professional learning and coaching to support fidelity to adopted curricula and evidence-based instructional routines.
- Protected time for teachers to collaboratively plan lessons aligned to grade-level standards and curriculum.
- Targeted support for classrooms serving disproportionate numbers of low-performing students, Students with Disabilities, and English Learners.

2. Lack of instructional alignment and coherence schoolwide

- Systematized instructional practices that replicate “spots of excellence” across all classrooms.
- Clear instructional frameworks, walkthrough tools, and feedback cycles to ensure coherence.
- Structures for cross-grade collaboration to align expectations, pacing, and instructional routines.
- Additional support for teachers of historically underserved student groups to ensure equitable access to rigorous instruction.

3. Insufficient use of data to drive timely re-teaching and enrichment

- A consistent, schoolwide data cycle that includes collection, analysis, planning, and progress monitoring.
- Training for teachers on using formative assessments to adjust instruction in real time.
- Tools and time for teachers to identify students needing re-teaching, targeted supports, or acceleration.
- Data disaggregation by subgroup (ELs, SWD, Asian students, socioeconomically disadvantaged) to address inequities in learning outcomes.

4. Inconsistent designated and integrated ELD implementation

- A coherent, schoolwide schedule guaranteeing protected designated ELD minutes for all EL students.
- Professional learning on integrating language objectives into content instruction.
- A progress-monitoring system that identifies EL students needing targeted language support.
- Increased support for classrooms with high EL populations to ensure equitable access to language-rich, grade-level instruction.

5. Limited focus on academic rigor following SEL and behavior improvements

- Professional learning on increasing cognitive demand, academic discourse, and rigorous task design.
- Structures that help teachers shift from behavior-focused systems to academically focused instructional improvement.
- Coaching and modeling to support teachers in implementing rigorous, standards-aligned instruction.
- Targeted academic supports for student groups who continue to show lower proficiency despite improved behavior (ELs, SWD, Asian students).

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Continuous Improvement in ELA/Math

Partially Implemented

A s a result of the analysis, we had planned to make the following changes for the next school year to achieve current goals include:

- **PLC Planning Time**:
  - Teachers will be given more time in the 1st semester and the beginning of the 2nd semester to review current essential standards, deconstruct standards, and analyze current data from DIBELS, iReady, SBAC, and interim assessments to plan for success.
  - Teachers were given 4 planning days, work was done to establish FIABs/IABs, but more work still needs to happen on essential standards and analyzing data.
- **RTI/Data Conversations**:
  - After each cycle, there will be RTI/data conversations to monitor Tier 3 students receiving intensive interventions.
  - We had data chats occur and students were identified for interventions, but more work needs to be done to calibrate supports.
- **ELD Data Walks and Progress Monitoring**:
  - The ELD team will conduct data walks and progress monitoring to calibrate and make recommendations for best practices and planning.
  - ELD team progress monitored, gave recommendations, but more time could have been spent on data walks.
- **Professional Learning on PLC+**:
  - There will be professional learning focused on PLC+ and actions surrounding equity of practices within student groups. Schoolwide calendaring of ICAs, IABs, FIABs to pace out SBAC practice throughout the year.
  - Calendaring occurred.
- **Professional Learning with I3:**
  - There will be professional learning for PK-1 to discuss strategies to improvement of literacy through an equity lens. This will build the capacity of our teachers and instructional coach.
  - Professional learning was provided.

English Learner (EL) Support

Fully Implemented

Olmos Elementary will implement a comprehensive, balanced language acquisition program in which ongoing assessment and immediate response to assessment will drive student progress.

-EL Tutor was tasked with having lead teachers attend training on ELD support, assisting with progress monitoring, and pulling groups of students for instruction during RTi.

Student Climate Building

Partially Implemented

Answer not provided.Olmos Elementary is committed to creating a socially and intellectually safe environment for all learners.

-More intentional hiring of sports coaches

-Expansion of clubs and groups on campus

-Some activities were not offered at school this year, such as Peach Blossom and the spelling Bee.,

-Continued offerings of field trips and opportunities to participate in regional activities.

Decrease Number/Percent of Students Chronically Absent

Partially Implemented

Olmos staff will develop and implement targeted actions to ensure that students are a t school, everyday, on time and ready to learn.

SEL Team and administrators attended EveryDay Labs training, that provided a more in-depth look at attendance to help uncover patterns and identify students.

Our Attendance Clerk and Home School Liaison will b e responsible for contacting all parents
Tier I I Intervention Specialist and School Social worker ran mentoring groups, small groups, and 1 on 1 interventions throughout the year to assist students in understanding the importance o f school attendance and building positive relationships.

Rewards and incentive programs were continued throughout the school year to promote good and improved attendance.

Students Will Engage in Arts, Activities, And Athletics

Partially Implemented

Olmos was going to increase offerings for extra curricular activities, including more options during club days, more sports options, and more options in VAPA.

-There were no major editions this year, but more students participating in activities.

Social Emotional Tier I, II, III

Partially Implemented

All Olmos students will learn in an environment where they are supported by all Olmos staff through Restorative Practices in their daily interactions and responses to misbehavior. All classrooms will incorporate appropriate Tier I Social and Emotional Curriculum

- Teachers were required to build in time to their schedule in the morning to do SEL work. Some teachers moved away from this as the year progressed.
- A schoolwide referral system was created that captured Academic, Behavioral, and Social Emotional issues.

The Climate and Culture team will review all relevant data, such as surveys, class meeting monitoring sheets, office referrals and suspension data and utilize a data protocol to determine next steps.

- CCT team did observations and suggestions were made for changes.
- New mission and vision statements were created by the CCT team and the school provided input for changes.

Targeted Support Team will monitor school-wide processes for identifying students and implementation of services.

- More students received services this year from the TST team.

Hiring, Retaining, and Engaging Diverse Staff

Partially Implemented

Answer nThe Olmos staff will build skills necessary to increase positive relationships with students and our Olmos community. This will be done through professional learning on opportunities to build community and relationships.

There was less time to build relationships as there was a focus on academic work in staff meetings and PLCs. Also, Cultural Proficiency Training was canceled to focus on literacy. Sunshine club continued, along with the edition of the Sunsational Staff member award.

Inclusive Opportunities for ALL Stakeholders

Fully Implemented

Olmos Elementary School will continue to have opportunities for our parents to participate in to create support and engagement of their students' education. There were family opportunities to engage in learning with 3 literacy nights and one focused on math. The parent leadership academy from the previous year was not offered due to the focus on literacy and math

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Continuous Improvement in ELA/Math

Partially Effective

Based on our data, we were only partially effective. We made improvements, but did not reach the targets. In ELA, we are -62.4% average distance from standard and our target was -35.4%. In Math, we are -80.7% distance from standard and our target was -54.5%.

English Learner (EL) Support

Effective

We had 15.9% of ELPAC students score a 4 and 48% improved at least one grade level. We redesignated 27 students.

Student Climate Building

Effective

Student wellness is 89% based on the Fall 2025 survey, which is higher than most elementary schools.

Decrease Number/Percent of Students Chronically Absent

Effective

Olmos attendance has improved overall with chronic absenteeism currently -6.7%, which is an improvement.

Students Will Engage in Arts, Activities, And Athletics

Partially Effective

No club days have occurred, but cheer, Hmong Dance, Folklorico, and sports membership has increased.

Social Emotional Tier I, II, III

Effective

Level 3 misbehaviors have decreased from 21% from the previous year.

Suspensions have decreased by 50% from the previous year.

Hiring, Retaining, and Engaging Diverse Staff

Effective

For Fall 2025 data, staff culture reported an improvement **from 84% to 96%.**

Inclusive Opportunities for ALL Stakeholders

Effective

We want to improve our family survey results from 94.4% to 95.5% from Fall 2024 to Fall 2025. In Fall 2025, we met the goal at 99%.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made next school year.

There will be continued work to improve academic, social emotional data, chronic absenteeism, behavioral data, and family, student, and staff engagement. Grade levels will have changes in teams and who is leading the team, along with work on learning intentions and aligning work with standards. Work will continue to increase opportunities for parents to engage with the school with parent leadership academy and opportunities for parents to provide input. Also, work on calibration with changes to the SEL team to make sure that there is still intentional work surrounding absenteeism.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

SSC wanted to continue to provide SEL work to students and asked that staff also receive training. SSC wanted to keep School Social Worker full time and RP Counselor, if possible. They asked to make sure students are receiving incentives for things and that there are opportunities for students to engage in field trips and other experiences.

ELAC:

ELAC suggested the following:

- Additional Training for teachers to support them in meeting the needs of English Language Learners
- District and school site resources to support English Learner students in Literacy

Staff:

Staff feedback and suggestions:

- Strong Emphasis on Foundational Literacy Skills

- Ensure appropriate intervention for English Leaners is implemented at school sites
- Additional learning opportunities for English Learners
- Training for families to help them support their English Learner Student
- Social-Emotional support/Mentoring/Peer Tutoring
- Improve family engagement in ELAC, SSC, and Parent Teacher Conferences
- -Continue to have teachers provide additional support for students in need

- Many staff feel Teaching Fellows are helpful in primary grades and for students with large reading gaps. Several recommend reducing the number of Teaching Fellows due to cost or inconsistent impact. Some want Teaching Fellows to shift to push-in support rather than independent teaching.
- Consistent Praise for Specific Programs such as literacy programs like OG, STAR, and Scholastic and math programs like reflex & frax. Mixed feelings on AR with strong support or strongly against
- SEL Practices Seen as Improving and Important
- RTI Deployment Needs Refinement
- Desire for More Consistency Across Grade Levels
- Need for More Support in K–2
- Calls for Increased Staff Morale & Community Engagement

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Continuous Improvement in ELA/Math

Action Details

Early Literacy

English Language Arts (ELA)

- Implement a comprehensive balanced literacy program aligned to CCSS
- Provide MTSS/RtI supports with tiered interventions based on student data
- Deliver explicit instruction in key reading components:
    - Phonemic awareness
    - Phonics
    - Fluency
    - Vocabulary
    - Comprehension
- Strengthen writing instruction through:
    - Explicit writing lessons aligned to standards
    - Use of rubrics, mentor texts, and student exemplars
- Ensure language arts integration across all content areas

Mathematics

- Implement a comprehensive math program aligned to CCSS and Go Math curriculum
- Provide MTSS supports including targeted interventions and progress monitoring
- Address math fluency through:
    - Daily fluency instruction
    - Intervention tools (Reflex Math, Frax, Think Central)
    - Quarterly progress monitoring
- Utilize instructional coaches and PLCs to support high-quality math instruction

PLC+ and Instructional Practices (ELA & Math)

- PLCs will engage in PLC+ cycles focused on:
    - Clarifying essential learning for each unit
    - Deconstructing standards to identify required knowledge and skills
    - Developing clear learning intentions and success criteria
- Strengthen lesson planning through:
    - Alignment to standards and assessments
    - Intentional differentiation and scaffolding
- Use formative assessment data to inform instruction and interventions

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Core Instruction (Tier 1)

- Standards-aligned writing curriculum to support structured writing instruction across grade levels
- Core ELA and math instructional materials aligned to CCSS
- Reading materials and leveled texts to support whole-group and differentiated instruction (e.g., AR)
- Fluency software and instructional tools (e.g., Reflex Math, fluency programs) to support daily practice
- Scholastic First software and related digital literacy resources
- Copier leases and instructional supplies to support lesson delivery, student work, and assessments

Targeted & Intensive Supports (MTSS – Tiers 2 & 3)

- RTI reading intervention materials to support targeted skill development
- Reflex Math and other intervention software for math fluency and skill gaps
- Orton-Gillingham (OG) services and structured literacy supports for students with reading difficulties
- EL tutor providing targeted language development and academic support
- Teaching Fellows supporting small-group instruction and RTI implementation
- Classified support staff providing Tier 1 and Tier 2 academic support under teacher direction

Professional Support for Instruction & MTSS Implementation

- IMSE training to strengthen structured literacy and intervention practices
- Supplemental contracts to support intervention services and extended learning opportunities
- Substitutes to release teachers for:
    - Instructional planning
    - Data analysis and progress monitoring
    - PLC meetings and MTSS data chats

Collaboration, Planning, and Student Support Structures

- SST planning days to review student data and develop targeted intervention plans
- Ongoing collaboration between teachers, support staff, and specialists to adjust instruction based on student needs

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Enhanced Services for English Learner (EL) Students

Olmos Elementary provides enhanced services to support all English Learners, including newcomer students, Long-Term English Learners (LTELs), and students who have been reclassified (RFEP). Services are aligned to student performance data, ELPAC results, classroom assessments, and MTSS structures to ensure equitable access to grade-level instruction and language development.

Core Instruction for All EL Students (Tier 1)

- Designated and Integrated ELD instruction aligned to ELD Standards and CCSS
- Use of language objectives and academic discourse strategies embedded in daily lessons
- Explicit instruction in academic vocabulary, reading, writing, speaking, and listening across content areas
- Writing instruction supported by structured writing curriculum and scaffolds for language development
- Ongoing progress monitoring using classroom assessments and ELPAC-related data

Targeted Supports for EL Students (MTSS – Tier 2)

- Small-group instruction focused on language development, reading comprehension, and writing
- EL tutors providing targeted support during the instructional day
- Use of intervention materials and digital programs (e.g., Scholastic First, literacy software) to address skill gaps
- Collaboration within PLCs and MTSS teams to adjust instruction based on student progress

Intensive Supports for Identified EL Students (MTSS – Tier 3)

- Targeted interventions for EL students not making expected progress, including:
  - Structured literacy supports (e.g., OG-aligned practices when appropriate)
  - Increased instructional time and individualized supports
- SST meetings to review data and develop targeted plans for students with persistent academic or language needs

Support for Specific EL Subgroups

- Newcomer Students
  - Focus on foundational English language development
  - Visuals, structured routines, and explicit vocabulary instruction
  - Additional scaffolding to support access to grade-level content
- Long-Term English Learners (LTELs)
  - Targeted instruction in academic language, writing, and comprehension
  - Opportunities for extended discourse, structured writing, and higher-order thinking
  - Monitoring progress toward reclassification goals
- Reclassified Fluent English Proficient (RFEP) Students
  - Ongoing academic monitoring to ensure continued success
  - Access to interventions and supports as needed
  - Participation in enrichment and grade-level instructional opportunities

Collaboration, Data Monitoring, and Professional Support

- PLCs analyze EL data, ELPAC results, and formative assessments to inform instruction
- Substitutes provided to allow teachers to engage in:
  - Data analysis
  - MTSS/EL planning meetings
  - Instructional collaboration
- Classified support staff and teaching fellows assist with Tier 1 and Tier 2 academic services
- SST planning days ensure coordinated support for EL students with academic concerns

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD):

- **Support for IEP/504/SST Days to support and identify students needing more intervention.**

- **Data chats**

English Learner (EL):

- With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education.
- At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL.
- Teachers went through the students ELPAC progress with help from ELLevation to map out student progress.
- Teachers also discussed how our EL students were progressing during parent conferences in October.
- In the 2026-2027 school year, Olmos plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress.
- We also will continue with our student data chats to make sure our students are aware how they can reclassify.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD):

- **Utilizing a math tutor, along with Teaching Fellows to support students**

English Learner (EL):

- With 7090 or 7091 funds we plan to support our EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.
- This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLevation data tracking by student's teachers, ELPAC Assembly,Redesignation Celebration and beginning of the year incentives to students that have passed the ELPAC and need to pass iReady.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

English Learner (EL):

- English Language Learner (ELL) student group data will be analyzed during PLCs to address student learning needs.
- Designated and integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students and their families for reclassification.
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier 1, Tier 2 and Tier 3 for ELLs.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide multilingual communication and interpretation for all family events and meetings
- Offer flexible scheduling, childcare, and virtual options to increase access
- Host family literacy and math workshops to model reading, writing, and math fluency strategies used in class
- Share home-learning resources (leveled readers, writing supports, math games, and digital program access)
- Conduct student-led conferences and family data chats to review progress, MTSS supports, and next steps
- Offer EL-focused sessions to support:
    - Newcomers (school routines, language development)
    - LTELs (academic language, writing, reclassification goals)
    - Reclassified students (ongoing academic monitoring)
- Engage families in SST and MTSS meetings to collaboratively plan student supports
- Provide technology support for families to access instructional platforms and monitor progress
- Utilize subs, classified staff, and supplemental contracts to support family engagement events and planning
- Collect family feedback through surveys and track participation to adjust engagement strategies

Professional Learning

Describe Professional Learning related to this action.

- Provide ongoing PLC+ professional learning focused on:
    - Clarifying essential learning
    - Deconstructing standards
    - Developing clear learning intentions and success criteria
    - Collaborative lesson planning and analysis of student work
- Train teachers in balanced literacy practices, including phonemic awareness, phonics, fluency, comprehension, vocabulary, and explicit writing instruction
- Provide IMSE professional learning to strengthen structured literacy and intervention practices aligned to MTSS
- Support implementation of Orton-Gillingham (OG)–aligned strategies for targeted reading intervention
- Offer coaching and training on Go Math, math fluency routines, and intervention programs (Reflex Math, Frax, Think Central)
- Provide professional learning on MTSS/RtI processes, progress monitoring, and data-driven instructional decision-making

- Support EL professional learning focused on:
    - Designated and Integrated ELD
    - Academic language development
    - Writing and discourse strategies for ELs, LTELs, newcomers, and RFEP students
- Use substitutes to release teachers for PLCs, data chats, SST meetings, and instructional planning
- Instructional coaches provide job-embedded support, modeling, feedback, and follow-up to ensure implementation fidelity

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Teachers will effectively implement Tier 1 instruction with aligned assessments.
- PLC teams will meet consistently to analyze data and adjust instruction.
- Tier 2 and 3 interventions will be structured and targeted based on assessment results.
- K-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan.
- Students will be closely monitored in iReady Math and through PLC documents, teachers conferencing and Literacy Specialist.

Outcomes monitored by Principal, V P, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased student engagement and literacy proficiency in all grade levels.
- Growth in student performance on CFA , CSA , IAB, and FIAB assessments.
- Effective collaboration within PLCs leading to refined
- instructional practices.
- Strengthened intervention structures resulting in accelerated progress for struggling readers.

By the second diagnostic, D1 to D2, there will be decrease of 20% in tier 3 literacy and math as measured by iReady diagnostic.

Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- A significant increase in students reading at or above grade level, closing achievement gaps.
- A sustainable, data-driven instructional culture embedded in PLC practices.
- Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades.
- High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.

By the end of this period, the goal is to have a well-established RTI framework that effectively identifies and supports students, leading to improved academic outcomes and closing achievement gaps, SBAC results will show a minimum of -15 DFS each year. Students entering 2nd grade will be on grade level for reading with 95% readiness in both reading and math as measured by DIBELS and i-ready.

Outcomes monitored by Principal and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Learner (EL) Support

Action Details

Literacy Intervention

Olmos Elementary will implement a comprehensive, balanced language acquisition program in which ongoing assessment and immediate response to assessment will drive student progress

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- A 1.0 FTE Certificated Tutor will serve as case manager to oversee EL growth. CT will facilitate ELD boot camp for LTELs
- Teachers will work in their PLCs to develop goals for all English learners with a focus on LTELs
- Teachers will plan lessons with their PLCs around incorporating academic discourse to accelerate language acquisition
- Primary source of instruction will be provided via implementation of quality instruction based on CCSS and EL standards instruction. Teachers will check for understanding regularly, incorporate foundation principles (four grounding questions), explicitly stating objectives, and ending lessons with proper closure to recap and summarize new learning.
- Substitute teachers will be provided to support professional learning (Language Team Development), peer observations, Grade Level meetings/trainings/planning
- Substitute teachers or supplemental contracts will be provided to administer the ELPAC assessment
- iReady Assessments/Curriculum
- iReady Toolbox
- Orton-Gillingham Training by IMSE
- Use of Teaching Fellows to help lower class size during Designated and Nondesignated English Language Development
- Professional Learning on Comprehension, Vocabulary, and Student Engagement
- The Instructional Practice Guide will remain a fundamental tool for classroom walk-throughs to ensure consistent feedback is provided to teachers
- Technology will be provided to support the English Language development Program
- Teachers will be provided with magazine subscriptions to support the individualized needs of students to improve the reading skills and comprehension and allow for the annotation of text
- Teachers will promote digital literacy of students. They will be provided with subscriptions to online resources to increase keyboarding skills, text navigation, and practice SBAC tests
- Materials and supplies will be provided to support instruction of EL standards
- Technology will be provided to support student reading and assessment means (laptops/tablets, computer carts, printers, ink toner, cables, audio/visual equipment, funds to repair and maintain technology, and other supplies to complete the English Language Development program needs)
- A supplemental color copier will be leased to support EL instruction as well as parent communication
- Additionally, Supplemental Service contracts will be offered to teachers to service at-risk students and LTELs. Tutoring will be based on research based instructional strategies such as "Words their ay What Works in Schools" and other research-based materials.

- EL students will participate in designated and integrated EL instruction
- Home School Liaison to provide communication between school and home
- Instructional Coach, CT and teachers will conduct ELPAC Data chats with targeted LTEL students
- Teachers will review EL Goal Setting Report and academic assessment results with students, set goals, and monitor progress
- Teachers will provide integrated English Language instruction throughout the day in every lesson content area
- LTEL students will be referred to the Student Success Team, as needed.
- Tablets and Headsets for Tablet Support
- Reclassification Family Brunch
- Incentives for ELs including but not limited to certificates, plaques, buttons, t-shirts
- Paraprofessionals will support Action 3 Smart Goals to increase reclassification eligibility criteria. They will support teachers by ordering materials and supplies for EL instructional program
- Teachers will receive feedback from administrators and coaches using the West Ed Observation feedback tool. Additional feedback provided by the Lab School Rubric and IPG tool,

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify English learner students in Red and all the areas that they are identified in.

- Our English Learners are in the Orange on the California Dashboard English Learner Progress. 24.6% are making progress - an decrease of 24.6%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

- With Title I funds we plan to support English learner students by utilizing California Teaching Fellows to work in small groups and one on one support for our English learner students.
- We will also utilize our Teaching Fellows to work with our Newcomers in small group utilizing IMSE Orton-Gillingham.
- Students will have opportunities to speak and use their words to build confidence and vocabulary.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- English Learners will be provided with designated instruction at a minimum of 30 minutes four times a week.
- Daily integrated and designated ELD instruction at appropriate ELP levels for all ELs across all curricula.
- Supplemental time for translation.
- Appropriate interventions based on data, specific EL statuses (newcomer, LTEL, At-Risk)
- Instruction will be based on recommendations from the English Learners Services Department and EL Coaches
- Teachers will incorporate RIRA/Spiral lessons in primary grade and close reading strategies in intermediate grades to support reading comprehension
- Teachers will utilize the instructional pedagogies from West Ed
- PLCs planning with the TCL from West Ed
- iReady EL Support
- Afterschool EL Support
- EL CT to work directly with EL Students
- EL CT will work with EL Students to also provide Tier I SEL Support

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

English Learner (EL):

- With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education.
- At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL.
- Teachers went through the students ELPA C progress with help from ELLevation to map out student progress. Teachers also discussed how our EL students were progressing during parent conferences in October.
- In the 2026-2027 school year, Olmos plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress.
- We also will continue with our student data chats to make sure our students are aware how they can redesignate.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

English Learner (EL):

- With 7090 or 7091 funds we plan to support our EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.
- This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLevation data tracking by student's teachers, Redesignation Celebration.

As a site: What are the planned actions to support this student group?

English Learner (EL):

- English Language Learner (ELL) student group data will be analyzed during PLCs to address student learning needs.
- Designated and integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students and their families for reclassification.
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier 1, Tier 2 and Tier 3 for ELLs.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide **multilingual communication and interpretation** for all family events and meetings
- Offer **flexible scheduling**, childcare, and virtual options to increase access
- Host **family literacy and math workshops** to model reading, writing, and math fluency strategies used in class
- Share **home-learning resources** (leveled readers, writing supports, math games, and digital program access)
- Conduct **student-led conferences and family data chats** to review progress, MTSS supports, and next steps
- Offer **EL-focused sessions** to support:
    - Newcomers (school routines, language development)
    - LTELs (academic language, writing, reclassification goals)
    - Reclassified students (ongoing academic monitoring)
- Engage families in **SST and MTSS meetings** to collaboratively plan student supports
- Provide **technology support** for families to access instructional platforms and monitor progress
- Utilize **subs, classified staff, and supplemental contracts** to support family engagement events and planning
- Collect family feedback through surveys and track participation to adjust engagement strategies

Professional Learning

Describe Professional Learning related to this action.

- Provide ongoing **PLC+ professional learning** focused on:
    - Clarifying essential learning
    - Deconstructing standards
    - Developing clear learning intentions and success criteria
    - Collaborative lesson planning and analysis of student work
- Professional Learning and Collaboration
  - Fund professional development for general and special education teachers focused on differentiated instruction, inclusive practices, and strategies for supporting SWD within Tier 1, Tier 2, and Tier 3 instruction.
  - Support collaborative planning in PLCs to analyze SWD data and implement instructional strategies aligned to IEP goals.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence ☑ Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Teachers will effectively implement Tier 1 instruction with aligned assessments.
- PLC teams will meet consistently to analyze data and adjust instruction.
- Tier 2 and 3 interventions will be structured and targeted based on assessment results.
- K-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan.
- Increase in scores for EL Students

Monitored by Administrators, Teachers, Certificated Tutor, and Teaching Fellows

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased student engagement and literacy proficiency in all grade levels.
- Growth in student performance on CFA , CSA , IAB, and FIAB assessments.
- Effective collaboration within PLCs leading to refined
- instructional practices.
- Strengthened intervention structures resulting in accelerated progress for struggling readers.
- Students move closer to reclassification

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- A significant increase in students reading at or above grade level, closing achievement gaps.
- A sustainable, data-driven instructional culture embedded in PLC practices.
- Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades.
- High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.
- Most students reclassify before moving to middle school

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies, also supports Goal 2 *No Food or Incentives*	604.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs: SST, IEPs, Walks, PL **Budget lines for personnel include salaries and related benefits	11,937.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental **Budget lines for personnel include salaries and related benefits	11,657.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Reflex/Frax Math	4,197.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	8,953.00
G1A1	Sup & Conc	Instruction	Student Incenti			: Student Incentives: Also supports goal 2 and 3	9,154.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Tech and Furniture Refresh: Also supports goal 2 and 3	9,154.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors: Also supports goal 2 and 3	54,730.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance	200.00
G1A1	Sup & Conc	Instruction	Direct-Food			: Testing Snacks/Student Achievement Celebrations	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics through vendor: Also supports Goal 2 and 3	200.00
G1A2	Sup & Conc	Instruction	Equip Lease			: Copier Lease: Also supports Goal 2 & 3	7,500.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	4,050.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	901.00
G1A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators **Budget lines for personnel include salaries and related benefits	2,080.00

$126,317.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Climate Building

Action Details

Health & Wellness

Olmos Elementary is committed to creating a socially and intellectually safe environment for all learners. We will engage every student in arts, activities, and athletics. Our goal is to implement a comprehensive program that increases student participation in after-school and extracurricular activities, including athletics, clubs, dance groups, music/band, leadership, Peach Blossom, and the Spelling Bee.

To motivate and reward students, we will offer spirit wear and other incentives. We will also organize field trips and school-wide activities such as dances, rallies, and assemblies.

We will strategically implement initiatives to ensure all students are actively involved in the full school community through Goal 2 activities, with a focus on reducing disproportionality in participation.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Cultural Heritage Assemblies & Events
- Read Across America
- Career Day
- Supplemental pay contracts to teachers, paraprofessionals, staff to instruct and supervise students
- Clubs
- Visual & Performing Arts
- Guest Speakers
- Black Student Union (BSU)
- Student Leadership
- Student Projects & Incentives
- Games (PE, Math)
- Legos & Building Structures
- Materials for Real-World Experiences such as Life Cycle of a Butterfly
- Science Kits to Explore a Variety of Concepts
- Fieldtrips/Transportation of students
- Kennedy Arts Center Presentations and Lessons
- Mind Yeti
- Growth Mindset

- Be You Club
- SE Tier I Opportunities provided by SSW and RPSC and other members of the social emotional team.
- Climate and Culture Team - Planned Activities
- We have applied an appropriate amount of resources to materials and supplies and to labor costs to implement these services.
- Designing positive, equitable incentive systems (e.g., spirit wear, recognition events) that motivate participation without creating competition or exclusion

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify English learner students in Red and all the areas that they are identified in.

Our English Learners are in the Orange on the California Dashboard English Learner Progress. 24.6% are making progress - an decrease of 24.6%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by utilizing California Teaching Fellows to work in small groups and one on one support for our English learner students. We will also utilize our Teaching Fellows to work with our Newcomers in small group utilizing IMSE Orton-Gillingham. Students will have opportunities to speak and use their words to build confidence and vocabulary.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?.

4. As a site: What are planned actions to support English learner students?

We are funding a Certificated Tutor to work directly with English Learners, train the Teaching Fellows and work with the teachers on developing appropriate and effective integrated and designated ELD.

- English Learners will be provided with designated instruction at a minimum of 30 minutes four times per week.
- English Learners will receive integrated ELD through-out the day to support learning and comprehension.
- Instruction will be based on recommendations from the English Learners Services Department and EL Coaches
- English Learners will be provide with integrated ELD instruction which is woven through-out the day
- Teachers will incorporate RIRA/Spiral lessons in primary grade and close reading strategies in intermediate grades to support reading comprehension
- Students will have music and art opportunities to help with language
- Teachers will utilize the instructional pedagogies from West Ed

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

English Learner (EL):

- With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education. At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL. Teachers went through the students ELPA C progress with help from ELLevation to map out student progress. Teachers also discussed how our EL students were progressing during parent conferences in October.
- In the 2024-2025 school year, Olmos plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress. We also will continue with our student data chats to make sure our students are aware how they can redesignate.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

English Learner (EL):

- With 7090 or 7091 funds we plan to support our EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.
- This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLevation data tracking by student's teachers, Redesignation Celebration.

As a site: What are the planned actions to support this student group?

English Learner (EL):

- English Language Learner (ELL) student group data will be analyzed during PLCs to address student learning needs.
- Designated and integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students and their families for reclassification.
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier 1, Tier 2 and Tier 3 for ELLs.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- **Multilingual Communication:** Provide flyers, texts, and announcements in families' home languages to ensure equitable access to information.
- **Family Ambassadors:** Recruit parents from diverse backgrounds to serve as connectors who help other families navigate extracurricular options.

- **Interest Surveys:** Ask families what activities they value or would like to see added, ensuring programming reflects the community's culture and interests.
- **Volunteer Opportunities:** Create roles for families at events—greeters, helpers, cultural presenters—so they feel like partners rather than spectators.
- **Targeted Outreach:** Personally invite families of underrepresented groups to join activities, ensuring they feel welcomed and valued.
- **Community Partnerships:** Collaborate with cultural organizations, youth groups, or local artists to expand opportunities that reflect students' identities.
- **Data-Informed Engagement:** Share participation trends with families and invite them to co-design solutions that increase equity.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning on trauma-informed and restorative practices to ensure environments are sensitive to students' emotional and social needs
- Provide opportunities for staff to attend Professional learning on identifying and addressing barriers that prevent certain student groups from participating in extracurricular programs.
- Data-driven reflection sessions where staff analyze participation trends and develop targeted outreach strategies.
- Training on culturally responsive engagement practices to ensure all families and students feel invited, informed, and represented.
- Learning how to co-design activities with families to ensure programs reflect community interests and cultural strengths
- Professional learning on using student voice—surveys, focus groups, leadership opportunities—to refine and expand offerings.
- Learning how to celebrate student involvement in ways that uplift all learners and reinforce a culture of belonging.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)		Long-Term (Change in Condition)
Expect to see		Hope to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- We will increase engagement in the community by having multiple opportunities for students to select enrichment activities that will fit their needs/interest.
- This will be measured by the CCT, Admin, and SE team by looking at number of students engaged and student survey data.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Students from K-6 will be engaged in at least one activity throughout the school year.
- They show social belonging behaviors and have multiple opportunities to participate in experiences outside of the classroom throughout the year.
- We want to create a sense of belonging by providing diverse opportunities for engagement.

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Long term impact of student engagement:

1. **Academic Achievement**: Engaged students are more likely to perform better academically. They tend to have higher grades, better test scores, and a greater likelihood of graduating.
2. **Social and Emotional Development**: Participation in extracurricular activities helps students develop important social skills, build friendships, and improve their emotional well-being.
3. **Increased Attendance**: Students who are engaged in school activities are more likely to attend school regularly, reducing absenteeism and truancy rates.
4. **Enhanced School Climate**: A high level of student engagement contributes to a positive school climate, where students feel safe, supported, and motivated to learn.
5. **Lifelong Skills**: Engaged students develop critical life skills such as teamwork, leadership, time management, and problem-solving, which are valuable beyond their school years.
6. **Higher Self-Esteem and Confidence**: Participation in various activities can boost students' self-esteem and confidence, helping them to feel more capable and empowered.
7. **Stronger Community Connections**: Engaged students often have stronger connections to their school and community, fostering a sense of belonging and civic responsibility.

Outcomes will show an increase in SBAC year over year +15 DFS in both ELA and math.

Outcomes monitored by Principal, VP, SE Staff, and teachers

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Number/Percent of Students Chronically Absent

Action Details

Life Skills

Olmos staff will develop and implement targeted actions to ensure that students are at school, everyday, on time and ready to learn. Our Attendance Clerk and Home School Liaison will be responsible for contacting all parents regarding daily attendance and establishing a strong, positive relationship between families and the school (Tier I and Tier II). Identified families will receive phone calls, home visits, meetings with school administration, and SARB referrals when appropriate. Tier II Intervention Specialist will run mentoring groups, small groups, and 1 on 1 interventions throughout the year to assist students in understanding the importance of school attendance and building positive relationships. Rewards and incentive programs will be established throughout the school year to promote good and improved attendance. Home-School Liaison will support this action.

Number and percentage of students who are chronically absent increased to 22.5%. An Intervention Specialist and School Social Worker will closely monitor these students and enroll them in clubs such as Girl Power and Boys to Men to increase their interest in school and teach the ways to mitigate age appropriate social, personal, and academic challenges. Sub-group identified were Asians and Students w/Disabilities.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Increasing student engagement and improving attendance can significantly address the issue of only 42% of students meeting standards in ELA and math. Here's how:

1. **Interactive Lessons**: Incorporate interactive and hands-on activities that make learning more engaging. This can include group projects, discussions, and the use of technology.
2. **Real-World Connections**: Relate lessons to real-world scenarios to make the content more relevant and interesting for students
3. **Student Choice**: Allow students to have a say in their learning by offering choices in assignments and projects. This can increase their investment in the material
4. **Positive Relationships**: Foster strong relationships between teachers and students. A supportive and respectful classroom environment can boost engagement
5. **Student Voice:** Tracking talk data and providing opportunities to facilitate the learning through circles, large and small discussion, and writing prompts that allow for student voice.

Improving Student Attendance

1. **Positive School Culture**: Create a welcoming and inclusive school culture where students feel valued and supported
2. **Family Engagement**: Involve families in promoting regular attendance through communication and family events
3. **Attendance Incentives**: Implement reward systems for good attendance, such as certificates, recognition, or small prizes
4. **Address Barriers**: Identify and address barriers to attendance, such as transportation issues, health problems, or family challenges

Services may include:

- Small group instruction for SEL Strategies and Skills based on research based socio emotional curriculum and needs of students.
- One on one check in with Targeted Support Team members.

- One-on-one counseling sessions with students of tier III needs.
- Attendance support meetings to match resources with student/family needs and set goals for attendance improvement.
- Supplemental services contracts will be offered to classified staff to monitor and promote student attendance, assist School Social Worker and Intervention Specialist, and update parent contact information
- Materials and supplies will be purchased to support all efforts to increase student attendance
- Young Men of Character/Girl Power
- Technology will be purchased to support student attendance by digitally enhancing the learning environment. Technology use in the classroom will increase interest in school and encourage student attendance. Virtual field trips, guest speakers and clubs.
- Funds will be provided to support community events and partnerships to promote student attendance.
- School Social Worker and Intervention Specialist will work directly with the office assistant, HSL and parents to reduce the number of students who are chronically absent
- Student surveys, Health Master, Safe and Civil Surveys, Atlas Reports, and Power BI will serve as the primary data sources for CCI actions
- Daily Attendance
- Be You Club
- ATLAS Attendance Data
- Intervention Specialist (CWA) Home Visit Log
- A full-time School Social Worker will be funded to assist with students who have experienced traumatic life experiences and/or need to be taught coping skills to mitigate social challenges that keep them from maintaining consistent attendance.
- A health aide will be provided by the District to support the nurse with the physical well-being of students, The health aide will assist the school nurse with record-keeping such as health assessments
- A campus assistant to help with safety as student arrive, attend and leave school campus
- Home School Liaison to assist with school communication

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify English learner students in Red and all the areas that they are identified in.

- Our English Learners are in the Orange on the California Dashboard English Learner Progress. 24.6% are making progress - an decrease of 24.6%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

- With Title I funds we plan to support English learner students by utilizing California Teaching Fellows to work in small groups and one on one support for our English learner students.
- We will also utilize our Teaching Fellows to work with our Newcomers in small group utilizing IMSE Orton-Gillingham.
- Students will have opportunities to speak and use their words to build confidence and vocabulary.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- We are funding a Certificated Tutor to work directly with English Learners, train the Teaching Fellows and work with the teachers on developing appropriate and effective integrated and designated ELD.

4. As a site: What are planned actions to support English learner students?

- English Learners will be provided with designated instruction at a minimum of 30 minutes daily.
- Instruction will be based on recommendations from the English Learners Services Department and EL Coaches
- English Learners will be provide with integrated ELD instruction which is woven through-out the day
- Teachers will incorporate RIRA/Spiral lessons in primary grade and close reading strategies in intermediate grades to support reading comprehension
- Teachers will utilize the instructional pedagogies from West Ed

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD):

Asian (AS):

- Materials and supplies for parent meetings and a fulltime Restorative Practices School Counselor.
- Students engagment will be intentionally discussed during IEP/504/SSTs.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD):

Asian (AS):

- Materials and supplies to encourage positive attendance.
- Incentives for students to improve attendance.
- Materials and supplies in the classroom for lesson planning, student needs and supports.
- SEL supplies for TST to offer as part of interventions and programs to increase attendance rates.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Asian (AS):

- Schoolwide Monitoring: The Targeted Support Team and IS will monitor SED students schoolwide to improve attendance.
- Early Identification and Intervention: By regularly monitoring attendance data, TST will identify students who are at risk of chronic absenteeism and intervene early. This allows for timely support and prevents
- patterns of absenteeism from becoming entrenched.
- Data-Driven Decision Making: Monitoring attendance can be used to understand trends and identify specific groups of students who may need additional support. Data informed interventions to address the unique
- needs of different student populations.
- Engaging the School Community: A comprehensive monitoring system comprising of entire school community, including teachers, administrators, and support staff. This collective effort ensures that everyone is aware of attendance issues and works together to address them.

- Tier 2 (T2) Students: Identified T2 students will receive interventions established and assigned by the Targeted Support Team.
- Addressing Barriers to Attendance: Monitoring by TST will help identify barriers that prevent students from attending school, such as transportation issues, health problems, or family challenges. TST team can then work to
- provide resources and support to overcome these barriers.
- Tier 3 (T3) Students: Identified T3 students will be monitored through SST and parent meetings, with additional support from CWA S and district resources.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide consistent, multilingual communication to families about attendance expectations, supports, and incentives.
- Strengthen relationships through positive Tier I outreach from the Attendance Clerk and Home School Liaison, including welcome calls and check-ins.
- Engage families of identified students through Tier II supports such as home visits, parent meetings, and collaborative problem-solving conferences.
- Offer family workshops on the importance of daily attendance, routines, and strategies for overcoming common barriers.
- Include families in celebrations of improved attendance, such as assemblies, certificates, and recognition events.
- Use surveys, listening sessions, and family voice to understand attendance challenges and co-design solutions.
- Provide targeted outreach to families of students in subgroups with higher chronic absenteeism (e.g., Asian students, Students with Disabilities).
- Invite families to participate in clubs, mentoring programs, and Expanded Learning events that help students feel more connected to school.

Professional Learning

Describe Professional Learning related to this action.

- Train staff on Tier I, Tier II, and Tier III attendance systems, including early identification of students at risk for chronic absenteeism.
- Provide professional learning on building positive, culturally responsive relationships with families during attendance outreach.
- Train staff on restorative practices to support relationship-building and reduce punitive responses to attendance issues.
- Support staff in analyzing attendance data to identify trends, disproportionality, and priority student groups.

- Provide training for Intervention Specialists, Social Workers, and support staff on effective mentoring, small-group facilitation, and 1:1 interventions.
- Offer learning on trauma-informed approaches to attendance conversations and home visits.
- Build staff capacity to connect students with clubs, mentoring groups (e.g., Girl Power, Boys to Men), and Expanded Learning programs that increase school connectedness.
- Train staff on documenting interventions, monitoring progress, and participating in the cycle of continuous improvement led by the Olmos CCT.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

TST systems of support to establish agenda and weekly checks for monitoring student attendance. Protocols are establish and baseline.

Outcomes will be monitored by admin, teacher, TST team, School Social Worker, IS, HSL, and support staff.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Systematic response will be given to monitor attendance data. Team will address issues and inequities in data and make recommendations for interventions that are appropriate and match student needs. These students will be monitored closely through 6-8 week cycles and exit or continue depending on data. Expected outcome is improved attendance overall by 2-3 percent by the end of the first semester.

Outcomes monitored by admin, SE team, and teachers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Systematic response will trigger immediate support and appropriate interventions to match the needs of students. Students/families will feel that school is a valuable place where they trust and send their students to be safe and learn.

Continual support of students who are identified as T3 will decrease with shift of mindset and intervention response.

Outcome will be increase ELA and Math as measure by DFS on SBAC.

Outcomes monitored by admin, SE Team, and teachers.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Students Will Engage in Arts, Activities, And Athletics

Action Details

Life Skills

Clubs/Extracurricular will be provided by Olmos staff and will increase student involvement and exposure to Arts, Activities, SEL and/or Athletics. Olmos will increase activities and athletic participation throughout the year by engaging in clubs, athletic teams, co-curricular activities, visual and performing arts, and class sponsored activities. Olmos will provide an inclusive school climate, focused on building relationships. The foundation of this work will be through restorative practices: Building, Affirming, and Reparining relationships. This will be supported through a program of celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff-student and student-student relationships. This will also include input not only from staff, but also collection of student and family voice. Strategically implemented strategies will engage all students in the regional community that is Sunnyside, through participation in Goal 3 activities, with attention given to reducing students disproportional in Goal 3 participation. Olmos will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

Olmos CCT will review schoolwide data with staff and take action based on data. As part of the review, our team will engage in the cycle of continuous improvement to help identify priorities, common trends, disproportionality and develop systems and structures to connect individual students with available supports and interventions.

Expanded Learning will enhance student engagement by offering a variety of student-centered, high-quality programs during out-of-school hours, preparing students to be college- and career-ready. In collaboration with community partners, FUSD will integrate third-party vendors specializing in areas such as creative arts to expand enrichment opportunities. Additionally, assemblies will provide interactive learning experiences, exposing students to diverse cultures, animals, and scientific concepts. Throughout the year, Expanded Learning will celebrate student achievements and foster strong relationships among students, staff, and families, ensuring an inclusive and supportive environment.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier I: The Second Step lessons and class meeting protocols for all Olmos Staff Engaging students through extra-curricular activities to minimize behavioral and academic issues in the classroom.

- Protocols and expectations for club sponsors and event logistics.
- Training and conferences for extended learning opportunities and Culture and Climate Seminars, conferences, professional learning to support/build/increase student engagement.
- Provide incentives for positive school participation and advertising of the school's positive culture.
- Participate in regional events with feeder schools, community, parents and students on a regular basis, activities, school culture and climate.
- Creating non-contingent student/staff incentives to support connection to site. (monthly)
- Additional funding for Academic/Sports Banquets to establish traditions and community connection to site.
- Training on Restorative Practices for students, teachers, staff, and families.

1. **Substitutes to support instruction-** Effective will continue next year

2. **Supplemental contracts-** Effective will continue next year
3. **Technology, books, materials and supplies-** Effective will continue next year

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify English learner students in Red and all the areas that they are identified in.

Our English Learners are in the Orange on the California Dashboard English Learner Progress. 24.6% are making progress - an decrease of 24.6%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by utilizing California Teaching Fellows to work in small groups and one on one support for our English learner students. We will also utilize our Teaching Fellows to work with our Newcomers in small group utilizing IMSE Orton-Gillingham. Students will have opportunities to speak and use their words to build confidence and vocabulary.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- English Learners will be provided with designated instruction at a minimum of 30 minutes four times a week.
- Daily integrated and designated ELD instruction at appropriate ELP levels for all ELs across all curricula.
- Supplemental time for translation.
- Appropriate interventions based on data, specific EL statuses (newcomer, LTEL, At-Risk)
- Instruction will be based on recommendations from the English Learners Services Department and EL Coaches
- Teachers will incorporate RIRA/Spiral lessons in primary grade and close reading strategies in intermediate grades to support reading comprehension
- Teachers will utilize the instructional pedagogies from West Ed
- PLCs planning with the TCL from West Ed
- iReady EL Support
- Afterschool EL Support
- EL CT to work directly with EL Students
- EL CT will work with EL Students to also provide Tier I SEL Support

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- **English Learner (EL):**
- With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education.
- At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL.
- Teachers went through the students ELPA C progress with help from ELLevation to map out student progress.

- Teachers also discussed how our EL students were progressing during parent conferences in October.
- In the 2024-2025 school year, Olmos plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress.
- We also will continue with our student data chats to make sure our students are aware how they can redesignate.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

English Learner (EL):

- With 7090 or 7091 funds we plan to support our EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.
- This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLevation data tracking by student's teachers, Redesignation Celebration.

As a site: What are the planned actions to support this student group?

English Learner (EL):

- English Language Learner (ELL) student group data will be analyzed during PLCs to address student learning needs.
- Designated and integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students and their families for reclassification.
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier 1, Tier 2 and Tier 3 for ELLs.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Host family-inclusive showcases, performances, athletic events, and club celebrations to highlight student participation.
- Provide multilingual, culturally responsive communication to ensure all families understand available arts, activities, SEL, and athletic opportunities.
- Gather family voice through surveys, listening sessions, and advisory groups to shape extracurricular offerings and school climate work.
- Invite families to participate in restorative community-building events, circles, and celebrations of student success.
- Include families in Expanded Learning events, assemblies, and enrichment activities supported by community partners.
- Use targeted outreach to ensure families of underrepresented students feel welcomed, informed, and supported in encouraging participation.

- Create opportunities for families to connect with staff, learn about programs, and build relationships that strengthen the school community.

Professional Learning

Describe Professional Learning related to this action.

- Train staff in restorative practices focused on Building, Affirming, and Repairing relationships to support an inclusive school climate.
- Provide professional learning on designing accessible, high-interest clubs, arts experiences, SEL activities, and athletic opportunities.
- Engage staff in analyzing participation data to identify disproportionality and refine outreach and programming.
- Use the Olmos CCT to guide staff through the cycle of continuous improvement, including data review, trend analysis, and intervention planning.
- Offer training on culturally responsive engagement and effective communication with families.
- Support staff in collaborating with community partners and third-party vendors to expand enrichment opportunities.
- Build staff capacity to strengthen student-student and staff-student relationships through intentional structures and practices.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Students will have opportunities to engage in events on campus to increase their sense of belonging and engagement.

Monitored by Admin and staff

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Students will have opportunities crafted to their needs with funding provided to ensure that opportunities have the items they need to be fully equipped to be successful.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Students, families, staff and the community will have opportunities to engage with each other, increase a sense of belonging, and participate in activities that increase academic scores and student readiness for middle school.

Monitored by Admin and staff

Monitored by Admin and staff

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Social Emotional Tier I, II, III

Action Details

Life Skills

All Olmos students will learn in an environment where they are supported by all Olmos staff through Restorative Practices in their daily interactions and responses to misbehavior. All classrooms will incorporate appropriate Tier I Social and Emotional Curriculum such as CHAMPs and other recommendations made by the Olmos Culture and Climate Team. The Olmos Culture and Climate team will ensure that all Tier I social/emotional guarantees are in place, such as CHAMPs, Class Meetings, Second Step Curriculum, and appropriate Restorative Practice techniques. This team will review all relevant data, such as surveys, class meeting monitoring sheets, office referrals and suspension data and utilize a data protocol to determine next steps.

Students identified as needing Tier II and III Social/Emotional and Behavioral support at Olmos will receive appropriate services in order to improve their ability to be successful at school. Our Intensive Intervention Team and our Targeted Support Team will monitor school-wide processes for identifying students and implementation of services. Services may include small group/1 on 1 using appropriate curriculum (Second Step, Tough Kids), Restorative Practice Circles and Check-In/Check-Out. All students receiving Tier II services will have an appropriate goal established, progress monitoring after 6-8 weeks and then recommendations based on progress.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

All students will learn in a classrooms that have implemented CHAMPs, Class Meetings and Second Step curriculum for Tier I social/emotional support. The principal of STOIC (structure, teach, observe, interact positively, and correct fluently) will be used in all areas of our campus. Classroom teacher may work with Targeted Support team such as School Social Worker, Resource Counseling Assistant, Intervention Specialist and Psychologist in developing and implementing Tier I support systems in the classroom for Social and Emotional Needs.

Incentive assemblies, monthly behavior rewards will be used as an incentive for appropriate student behavior and to help launch and support SEL quarterly focuses. RCA and other classified support, including mentors from a company like Generation Changers.

More intensive social emotional behavioral intervention to match area of need can include Behavior Support Plan that is developed by site staff with support of our school psychologist.

Goals will be established and monitored by Targeted Support Team to ensure that interventions are appropriate and timely. In conjunction with teachers and parent, TST will work with teachers and parents to ensure progress monitoring of identified goal. Data will be reviewed on a monthly basis to reflect and improve up on behavior plans. Tier II and III Non-Behavioral Social/Emotional support will be provided as recommended by Targeted Support Team and may include wellness plans.

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify English learner students in Red and all the areas that they are identified in.

Our English Learners are in the Orange on the California Dashboard English Learner Progress. 24.6% are making progress - an decrease of 24.6%.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by utilizing California Teaching Fellows to work in small groups and one on one support for our English learner students. We will also utilize our Teaching Fellows to work with our Newcomers in small group utilizing IMSE Orton-Gillingham. Students will have opportunities to speak and use their words to build confidence and vocabulary.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- English Learners will be provided with designated instruction at a minimum of 30 minutes four times a week.
- Daily integrated and designated ELD instruction at appropriate ELP levels for all ELs across all curricula.
- Supplemental time for translation.
- Appropriate interventions based on data, specific EL statuses (newcomer, LTEL, At-Risk)
- Instruction will be based on recommendations from the English Learners Services Department and EL Coaches
- Teachers will incorporate RIRA/Spiral lessons in primary grade and close reading strategies in intermediate grades to support reading comprehension
- Teachers will utilize the instructional pedagogies from West Ed
- PLCs planning with the TCL from West Ed
- iReady EL Support
- Afterschool EL Support
- EL CT to work directly with EL Students
- EL CT will work with EL Students to also provide Tier I SEL Support

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education.
- At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL.
- Teachers went through the students ELPA C progress with help from ELLevation to map out student progress.
- Teachers also discussed how our EL students were progressing during parent conferences in October.
- In the 2025-2026 school year, Olmos plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress.
- We also will continue with our student data chats to make sure our students are aware how they can reclassify.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- With 7090 or 7091 funds we plan to support our EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.
- This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLevation data tracking by student's teachers, Redesignation Celebration.

As a site: What are the planned actions to support this student group?

- English Language Learner (ELL) student group data will be analyzed during PLCs to address student learning needs.
- Designated and integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students and their families for reclassification.
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier 1, Tier 2 and Tier 3 for ELLs.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide families with multilingual communication explaining Tier I supports such as CHAMPs, Class Meetings, Second Step, and Restorative Practices.
- Host family workshops or information nights on restorative practices, SEL strategies, and how families can reinforce these skills at home.
- Share data trends (surveys, behavior data, climate indicators) with families to build transparency and strengthen trust.
- Invite families to participate in community-building events, restorative circles, and celebrations that highlight positive behavior and social-emotional growth.
- Engage families of students receiving Tier II and III supports through regular check-ins, goal-setting meetings, and collaborative progress reviews.
- Use family voice—surveys, listening sessions, and informal conversations—to refine SEL programming and identify barriers to student success.
- Provide targeted outreach to families of students who need additional behavioral or emotional support, ensuring they feel welcomed and supported.
- Offer opportunities for families to observe or participate in classroom community-building activities such as class meetings or SEL lessons.

Professional Learning

Describe Professional Learning related to this action.

- Train all staff in Restorative Practices, including community-building circles, affective statements, and restorative responses to misbehavior.
- Provide professional learning on Tier I SEL systems such as CHAMPs, Class Meetings, Second Step, and other Culture & Climate Team recommendations.
- Support staff in analyzing behavior data, survey results, and class meeting monitoring sheets to identify trends and next steps.
- Offer training on identifying students who need Tier II and Tier III supports and implementing interventions with fidelity.
- Provide learning on small-group facilitation, 1:1 intervention strategies, and evidence-based SEL curricula (Second Step, Tough Kids).
- Train staff on progress monitoring for Tier II students, including setting goals, reviewing data every 6–8 weeks, and adjusting supports.
- Build staff capacity to collaborate with the Intensive Intervention Team and Targeted Support Team to ensure consistent implementation of services.
- Provide ongoing coaching and modeling to ensure Tier I guarantees are implemented consistently across all classrooms.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Students will taught explicitly all rules and know guidelines for success in all common areas. They will model and display this behavior. This will be monitored through behavior entries and observations.
- Students who need additional SEL support will be accurately identified through universal screenings (DESSA) and data analysis. This information will be used to determine appropriate interventions to match their needs.
- Outcome monitored by admin, se team, teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- All students follow school and classroom rules. They are taught SEL skills consistently at a minimal of weekly. Teachers are trained and use effective SEL strategies to respond to misbehaviors.
- Outcome, students will show an increase in favorable responses on culture and climate survey from year to year.
- We want to see enhanced Emotional Regulation:

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Students possess the necessary SEL skills and strategies, as outlined by CA SEL, to effectively respond to their SEL needs. They are able to regulate their emotions and behaviors and increase their social awareness and sense of belonging. Teachers are effectively using CA SEL competencies to address all behaviors.
- As a result, we anticipate an increase in SBAC scores in both ELA and Math in DFS.

- Students receiving Tier 2 and Tier 3 supports will develop better emotional regulation skills. This can lead to a decrease in disruptive behaviors and an increase in positive interactions with peers and teachers.
- Strengthened Relationships: The focus on building social-emotional skills will help students form stronger relationships with their peers and educators. This creates a more supportive and inclusive school environment.
- Data-Driven Adjustments: Regular monitoring and progress tracking will allow teachers/staff to make data-driven adjustments to interventions.
- This ensures that the support provided is effective and responsive to students' needs.
- Outcome will measure by favorable response on culture and climate survey.
- Monitored by admin, SE Team, and teachers.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28-Arts

Action Details

Life Skills

Olmos Elementary School will continue to augment music and Arts Education with the VAPA program we have started during integrated ELA as a catalyst for whole-child development, reinforcing academics through creativity, movement, and critical thinking. Integrating arts helps students learn better, think deeper, and connect more meaningfully with what they study.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

classroom materials and supplies will b e purchased to support music and dance, like safe flooring and good sound
- materials and classroom supplies needed for production
- basic props for creativity
- curriculum materials that align with standards
- guest presenters and professional learning for teachers to improve instruction

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Not required to speak to this section for Prop 28.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Not required to speak to this section for Prop 28.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Not required to speak to this section for Prop 28.

As a site: What are the planned actions to support this student group?

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Invite families to attend student VAPA showcases, performances, and exhibitions that highlight integrated arts learning.
- Provide multilingual communication explaining how arts integration supports academics, creativity, and whole-child development.
- Offer family workshops or “Arts Nights” where families can experience VAPA activities alongside their children.
- Gather family voice through surveys and listening sessions to shape future arts programming and identify interests.
- Share examples of integrated arts lessons so families understand how creativity supports literacy and critical thinking.
- Celebrate student creativity through newsletters, social media, and schoolwide events that include families.
- Partner with families and community artists to bring cultural arts experiences into classrooms.
- Provide targeted outreach to ensure families of underrepresented students feel welcomed and encouraged to participate in arts-related events.

Professional Learning

Describe Professional Learning related to this action.

- Train staff on integrating VAPA strategies into ELA instruction to deepen comprehension, engagement, and critical thinking.
- Provide professional learning on arts-based instructional practices such as movement, visual thinking, drama strategies, and creative expression.
- Offer training on how arts integration supports whole-child development, including SEL, collaboration, and problem-solving.
- Support teachers in designing lessons that connect creativity with academic standards and literacy goals.
- Provide opportunities for staff to collaborate with VAPA specialists and share best practices across grade levels.
- Train staff to analyze student engagement and learning outcomes related to arts-integrated instruction.
- Offer coaching and modeling to ensure consistent implementation of VAPA strategies across classrooms.
- Build staff capacity to use arts integration as a tool for increasing student voice, belonging, and meaningful participation.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Increased Student Engagement:

- Students show enthusiasm, participation, and joy in arts based learning.
- Measured by: teacher observations, attendance, and student surveys
- Monitored by dance teacher and site administrator

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Improved Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately.
- Measured by: teacher observations, reduction in redirections or behavior incidents
- Monitored by: dance teacher and classroom teachers

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Enhanced School Culture and Climate:

- The school fosters a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonging and pride.
- Measured by: school climate surveys, students attendance, and family engagement data
- Monitored by: site administrators

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Hiring, Retaining, and Engaging Diverse Staff

Action Details

Effective Staff

The Olmos staff will build skills necessary to increase positive relationships with students and our Olmos community. This will be done through professional learning on opportunities to build community and relationships. This work will be grounded in equity work and creation of inclusive practices to ensure that staff actions reflect the diversity of our Olmos community.

Olmos will focus on increasing recruitment and intention of staff reflecting the diversity of the community.

- Provide professional Learning Opportunities for Cultural Proficiency Training
- ILT and CCT teams will offer opportunities to include staff voice in decision making.
- Provide professional learning opportunities for best practices for academics.
- Sunshine Club to organize monthly activities such as potlucks, birthday recognition, paint night, bowling, and social hours, etc.
- Staff appreciation meals and activities Incentives including spirit wear
- Engaging in Restorative Practices to Build, Affirm, and Repair relationships
- Staff team building events such as "Check Ins" with staff members
- Staff planning and participating in cultural assemblies and rallies

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

All staff will receive professional learning to ensure that the experience students have at Olmos reflect their diverse needs and supports all and each student in meeting their goals. Student Academics: PL and PLC's provide opportunities to share best practices and learn from each other Student Centered and Real-World Learning:

- Staff planning cultural assemblies and field trips offer students opportunities to connect learning with history and real life experiences.
- Student Engagement: Students connecting their learning and applying their learning through real life experiences promotes engagement.
- Materials and supplies to promote student engagement/staff engagement
- Materials and supplies to promote cultural assemblies
- Materials and supplies for incentives for student achievement
- Funding for Spirit wear Funding for staff events
- Increase Recruitment/Retention of newly hired staff to reflect diversity of community
- Provide opportunities for team building with newly hired staff to create a strong connection between the staff to create a strong connection between staff, the campus, and the community.

- Staff Monthly Gatherings or retreat - optional
- Motivational Speakers and or Conferences
- Provide Professional Development to new hired staff in order to build on teacher capacity
- Provide Effective Professional Learning
- Use of Academic Coach to Support Individual or Grade Level Teachers
- Provide Needed Teacher Materials or Special Requests
- Provide Support Materials/Books for teacher support
- Provide Incentives for Students that Teachers can Leverage
- Provide Sub Release for Observations or Planning
- Assign mentor onsite staff support
- New Teacher Site Mentor - biweekly new teacher meetings
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology
- Create a quarterly needs assessment for newly hired teachers to provide individualized support and address teacher needs
- On-going communication with HR for placement of new hires, lateral transfer or overage transfers to help match qualification and diversity of potential candidate to site need
- Ongoing collaboration with Mangers(s) in the Teacher Residency Program to recruit potential candidates who are pursuring BCLAD certification
- Provide opportunities to network with teachers from other FUSD schools and/or Regions on best practices, common formative assessment, and lesson plans.
- Offer supplemental contracts to new teachers to help build their background knowledge and comfort level of grade-level standards.
- Assign a Mentor (alike grade levels) to newly hired teachers for support with curriculum, district assessments, common formative assessments, and lesson delivery.

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, on-boarding Lab School Commitments, Keystone Pedagogies, Standards Mastery, Parent Square, Social Emotional Learning, and support with Wonders, Go Math, iReady, AR, and Standards
- PLs designed to provide basic EL information (EL data resources, ELPAC information, reclassification criteria, etc.)
- PLs designed to support effective planning and instruction for (EL data resources, ELPAC information, reclassification criteria, etc.)
- PLs designed to support effective planning and instruction for ELs (designated and integrated ELD, scaffolding strategies, ELPAC-type tasks, etc,)
- Processes for monitoring implementation and feedback on instructional delivery to teachers on selected EL PL topics.
- Provide Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology
- Provide opportunities to network with other teachers from FUSD and Sunnyside Region on best practices, common formative assessments, and lessons plans
- Work with Multilingual Department to provide inservice regarding best practice pedagogy for English Language Learnings and the EL State Standards

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- No monies in this action from 3010.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Materials and supplies to promote student engagement/staff engagement
- Materials and supplies to promote cultural assemblies
- Materials and supplies for incentives for student achievement
- Funding for Spirit wear Funding for staff events

As a site: What are the planned actions to support this student group?

- Planned events throughout the year to support staff engagement and morale.
- Staff potlucks, contests and SEL messages to practice self-care and build community.
- SEL checks/chats with teachers/staff

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide multilingual communication that reflects and honors the cultural diversity of the Olmos community.
- Invite families to participate in cultural assemblies, rallies, and schoolwide celebrations planned collaboratively with staff.
- Gather family voice through surveys, listening sessions, and informal conversations to guide decisions about school culture and inclusivity.
- Offer family workshops on cultural proficiency, restorative practices, and relationship-building to strengthen home–school partnerships.
- Create opportunities for families to share cultural traditions, stories, and experiences during school events and classroom activities.
- Engage families in community-building events such as potlucks, cultural nights, and celebrations organized by the Sunshine Club or school teams.
- Provide targeted outreach to families from underrepresented groups to ensure their perspectives shape school climate and staffing priorities.
- Strengthen relationships through positive communication, appreciation events, and consistent opportunities for families to connect with staff.

Professional Learning

Describe Professional Learning related to this action.

- Provide Cultural Proficiency Training to build staff capacity for equity-centered, inclusive practices.
- Offer professional learning on relationship-building strategies, community-building routines, and restorative practices (Build, Affirm, Repair).
- Train staff on best practices for academic instruction that reflect diverse learners and cultural backgrounds.
- Engage staff in learning tied to recruitment and retention strategies that support hiring a workforce reflective of the Olmos community.
- Facilitate ILT and CCT-led sessions that elevate staff voice in decision-making and schoolwide planning.
- Provide ongoing team-building opportunities such as staff check-ins, collaborative planning, and community-building activities.
- Offer professional learning on planning and implementing cultural assemblies, rallies, and inclusive schoolwide events.
- Strengthen staff relationships and morale through Sunshine Club activities, appreciation events, and incentives such as spirit wear.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

In the short term, staff engagement practices will increase employee morale and build relationships. We expect that staff will feel safe and develop social belonging and joy for their work in carrying out the mission of the school.

Outcomes measured by Fall Staff Climate survey and monitored by admin team.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Long-term impact:

1. **Improved Student Outcomes**: Engaged and motivated teachers are more likely to create dynamic and effective learning environments, leading to better academic performance and social development for students.

In the medium term, staff engagement practices will increase employee morale and build relationships. We will have a community of belonging where all staff feel belonged. They will take the initiatives to lead and solve problems they see. Engagement in community events attendance will increase year over year and staff feel safe to provide feedback on school policies, procedures and professional needs.

Outcomes measured by Fall Staff Climate survey and monitored by admin team.

2. **Higher Staff Retention**: When staff feel valued and supported, they are more likely to stay at the school, reducing turnover and maintaining continuity for students.
3. **Enhanced School Culture**: A positive and collaborative atmosphere among staff can foster a sense of community and belonging, making the school a more enjoyable place for both staff and students.
4. **Professional Growth**: Ongoing professional development and feedback opportunities help staff to continuously improve their skills and stay current with educational best practices.
5. **Increased Innovation**: Engaged staff are more likely to contribute new ideas and approaches, leading to innovative teaching methods and school programs.
6. **Better Parent and Community Relationships**: When staff are engaged and positive, it reflects in their interactions with parents and the community, building stronger partnerships and support for the school.

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Sup			Office Support **Budget lines for personnel include salaries and related benefits	130.00
G2A3	LCFF: EL	Instruction	Equip Lease			: Equipment Lease: Color Copier	5,000.00
G2A4	Title 1 Basic	Attendance & Social Work Servic	Crt Pupl-Reg	Social Worker, School	0.5000	Increasing SSW FTE from 0.40 to 1.00 per site/DPI. 2.4.26 dr **Budget lines for personnel include salaries and related benefits	68,138.00
G2A4	Sup & Conc	Attendance & Social Work Servic	Crt Pupl-Reg	Social Worker, School	0.1600	Increasing SSW FTE from 0.40 to 1.00 per site/DPI. 2.4.26 dr **Budget lines for personnel include salaries and related benefits	21,803.00
G2A4	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	PERSACTHST – CHANGE: 1089947 - Marshall, Hanisha: HIRE1 - NEW PRM EFFECT DATE 02/17/2026 UPDATED - VR 02/07/2026 **Budget lines for personnel include salaries and related benefits	56,745.00
G2A4	LCFF: EL	Attendance & Social Work Servic	Crt Pupl-Reg	Social Worker, School	0.3400	Increasing SSW FTE from 0.40 to 1.00 per site/DPI. 2.4.26 dr **Budget lines for personnel include salaries and related benefits	46,334.00
G2A4	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500	PERSACTHST – CHANGE: 1089947 - Marshall, Hanisha: HIRE1 - NEW PRM EFFECT DATE 02/17/2026 UPDATED - VR 02/07/2026 **Budget lines for personnel include salaries and related benefits	18,915.00

$217,065.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Inclusive Opportunities for ALL Stakeholders

Action Details

Community Engagement

Olmos Elementary School will continue to have opportunities for our parents to participate in to create support and engagement of their students' education. These opportunities include personal growth, parents, English Classes, Volunteering and Student Support. We want to improve our family survey results from 94.4% to 95.5%.

Direct Instructional Services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Title 1 meeting will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, informational power point will include narrations in Spanish and English for parents who are unable to attend the scheduled Title 1 meeting. Informational Title 1 power point will be streamed via our website to allow parents to play back at their convenience.

Parent emails, Edu Text, Weekly Parent Square Messages, Class Dojo, School Website, Personal Telephone Calls, Instagram, School Marquee, Parent Monthly Newsletter and Classroom Updates will be utilized to inform all stakeholders of school events and activities. All parent communication will be provided in English, Spanish and when possible, Hmong.

- Cultural Celebrations
- Parent Volunteers - Sign-In Sheets
- Family Game Game Nights
- Family Coffee Chats
- Parent/Guardian SEL Training
- Parent/Guardian Restorative Practices Training
- Family Nights
    - Math
    - Literacy
    - Science
    - Craft
- TST
- Family Leadership Academy with Parent University
- Athletic Events
- Translators Funding
- Transportation for fieldtrips

- Talent Show
- Childcare

Open communication with parents and community members.

English Learner Students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- English Learners will be provided with designated instruction at a minimum of 30 minutes four days a week.
- English Learners will receive integrated ELD through-out the day to support learning and comprehension.
- Instruction will be based on recommendations from the English Learners service Department and EL Coaches.
- EL Certificated Tutor on-site full time.
- English Learners will be provided with integrated ELD instruction which is woven through-out the day.
- Teachers will incorporate RIRA/Spiral lessons in primary grades and close reading strategies in the intermediate grades to support reading comprehension,
- Students will have music and art opportunities to help with language.
- Teachers will utilize the instructional pedagogies from West Ed Trainings.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- With Title I funds we plan to support this action by purchasing materials and supplies allocated for parent engagement and meetings.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Materials and supplies for parent engagement meetings, community events and marketing cost associated with outreach.

As a site: What are the planned actions to support this student group?

- Monthly Parent engagement meetings hosted at several different times of the day.
- Meetings will include current topics which are relevant to success and parent participation in their child's academic journey.
- In addition to this, a back to school orientation will be considered for incoming new Kinder students to onboard parents to school community and planning hours for teachers to support with this.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide multilingual communication to ensure all families are aware of parent education opportunities, English classes, and volunteer roles.
- Offer parent workshops focused on personal growth, supporting student learning, and navigating school systems.
- Expand opportunities for families to volunteer in classrooms, events, and schoolwide activities to strengthen home–school partnerships.
- Host family engagement events that highlight student learning and provide space for families to connect with staff.
- Use targeted outreach to ensure underrepresented families feel welcomed and supported in participating.
- Gather family voice through surveys, listening sessions, and informal conversations to guide improvements and increase survey participation.
- Provide flexible scheduling (morning/evening options) to make parent classes and engagement opportunities accessible to working families.
- Celebrate and recognize family participation to reinforce a culture of partnership and belonging.

Professional Learning

Describe Professional Learning related to this action.

- Train staff on effective family engagement strategies that build trust, respect, and two-way communication.
- Provide professional learning on culturally responsive outreach to ensure all families feel valued and included.
- Offer training on how to support parent education programs, including English classes and personal growth workshops.
- Build staff capacity to use survey data to identify trends, barriers, and opportunities for improving family engagement.
- Provide learning on how to create welcoming environments that encourage families to volunteer and participate.
- Train staff on strategies for increasing family survey participation through positive outreach and relationship-building.
- Support staff in designing events and opportunities that align with family needs, interests, and cultural backgrounds.
- Offer ongoing collaboration time for staff to plan family engagement activities and reflect on their effectiveness.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Short term goals will include creation of a calendar of all community events throughout the year. The events will be categorized and topics will be focused on current needs. We will develop a system of feedback to collect data to inform future meetings.

Outcomes measured by meeting participation. 50% of parents will attend BTS night. Parent meetings in quarter 1 will exceed participation as compared to 24/25 attendance by 20%.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Mid term goals will include maintaining community events throughout the year. The events will be categorized and topics will be focused on current needs. System of feedback will inform current topics and formats for meetings. Consider different places and multiple formats to meet needs of parents.

Outcomes measured by meeting participation. Parent meetings in quarter 2/3 will exceed participation as compared to 24/25 attendance by 30%.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

System of feedback from parent engagement and community to inform best practices and engagement strategies in place at Olmos. Community partnerships are a part of the fabric of school and their resources add to an enriching educational environment for all students.

This outcome will be measured by parent attendance at meetings, increase year over year.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0530 Olmos Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			: Mileage	200.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation: Also supports Goal 1 & 2 *No Food or Incentives*	2,052.00
G3A2	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance: Also supports Goal 1 and 2	200.00

$2,452.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0530 Olmos Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0530	1110	1000	4300	Mat & Supp					G1A1	: Materials and Supplies, also supports Goal 2 *No Food or Incentives*	604.00
060	3010	0530	1110	2495	4300	Mat & Supp					G3A2	: Parent Participation: Also supports Goal 1 & 2 *No Food or Incentives*	2,052.00
060	3010	0530	1110	3130	1210	Crt Pupl-Reg	Social Worker, School	E152	Diaz Lopez, Lorena	0.5000	G2A4	Increasing SSW FTE from 0.40 to 1.00 per site/DPI. 2.4.26 dr **Budget lines for personnel include salaries and related benefits	68,138.00
030	7090	0530	1110	1000	1120	Teacher-Subs					G1A1	Teacher Subs: SST, IEPs, Walks, PL **Budget lines for personnel include salaries and related benefits	11,937.00
030	7090	0530	1110	1000	1160	Teacher-Supp					G1A1	Teacher Supplemental **Budget lines for personnel include salaries and related benefits	11,657.00
030	7090	0530	1110	1000	4200	Bks & Ref					G1A1	: Reflex/Frax Math	4,197.00
030	7090	0530	1110	1000	4300	Mat & Supp					G1A1	: Materials and Supplies	8,953.00
030	7090	0530	1110	1000	4301	Student Incenti					G1A1	: Student Incentives: Also supports goal 2 and 3	9,154.00
030	7090	0530	1110	1000	4400	Nc-Equipment					G1A1	: Tech and Furniture Refresh: Also supports goal 2 and 3	9,154.00
030	7090	0530	1110	1000	5110	Subagreements					G1A1	Education and Leadership Foundation : ELF Tutors: Also supports goal 2 and 3	54,730.00
030	7090	0530	1110	1000	5621	Equip Lease					G1A2	: Copier Lease: Also supports Goal 2 & 3	7,500.00
030	7090	0530	1110	1000	5723	Direct-Maint					G3A2	: Direct Maintenance: Also supports Goal 1 and 2	200.00
030	7090	0530	1110	1000	5723	Direct-Maint					G1A1	: Technology Maintenance	200.00
030	7090	0530	1110	1000	5767	Direct-Food					G1A1	: Testing Snacks/Student Achievement Celebrations	1,000.00
030	7090	0530	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics through vendor: Also supports Goal 2 and 3	200.00
030	7090	0530	1110	2100	2460	Cl&Tech-Sup					G2A1	Office Support **Budget lines for personnel include salaries and related benefits	130.00
030	7090	0530	1110	3130	1210	Crt Pupl-Reg	Social Worker, School	E152	Diaz Lopez, Lorena	0.1600	G2A4	Increasing SSW FTE from 0.40 to 1.00 per site/DPI. 2.4.26 dr **Budget lines for personnel include salaries and related benefits	21,803.00
030	7090	0530	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Marshall, Hanisha	0.7500	G2A4	PERSACTHST – CHANGE: 1089947 - Marshall, Hanisha: HIRE1 - NEW PRM EFFECT DATE 02/17/2026 UPDATED - VR 02/07/2026 **Budget lines for personnel include salaries and related benefits	56,745.00
030	7090	0530	1110	3130	5211	Local Mileag					G3A1	: Mileage	200.00
030	7091	0530	4760	1000	1160	Teacher-Supp					G1A2	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	4,050.00
030	7091	0530	4760	1000	4300	Mat & Supp					G1A2	: Materials and Supplies	901.00
030	7091	0530	4760	1000	5621	Equip Lease					G2A3	: Equipment Lease: Color Copier	5,000.00
030	7091	0530	4760	2495	2960	Oth Cls-Supp					G1A2	Translators **Budget lines for personnel include salaries and related benefits	2,080.00
030	7091	0530	4760	3130	1210	Crt Pupl-Reg	Social Worker, School	E152	Diaz Lopez, Lorena	0.3400	G2A4	Increasing SSW FTE from 0.40 to 1.00 per site/DPI. 2.4.26 dr **Budget lines for personnel include salaries and related benefits	46,334.00
030	7091	0530	4760	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Marshall, Hanisha	0.2500	G2A4	PERSACTHST – CHANGE: 1089947 - Marshall, Hanisha: HIRE1 - NEW PRM EFFECT DATE 02/17/2026 UPDATED - VR 02/07/2026 **Budget lines for personnel include salaries and related benefits	18,915.00

$345,834.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$70,794.00
Sup & Conc	7090	$197,760.00
LCFF: EL	7091	$77,280.00
Grand Total		**$345,834.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$126,317.00
G2 - The Whole Child (SEL and Engagement)	$217,065.00
G3 - Operational Excellence	$2,452.00
Grand Total	**$345,834.00**